Cambridge OCR-set Assignment

Sample Assessment Material

Cambridge OCR Level 3 Alternative Academic Qualification
Cambridge Advanced Nationals in Health and Social Care

Unit F093: Supporting people with mental health conditions

Scenario Title: Mia or Henry

Valid for assessment from September 20XX to 20XX.
For use by students beginning the qualification in September 20XX.

This is a sample Cambridge OCR-set assignment which should only be used for practice**.**

This assignment **must not** be used for live assessment of students.

The live assignments will be available on our secure website, 'Teach Cambridge'.

The Cambridge OCR administrative codes linked to this unit are:

- unit entry code F093
- certification code H025/H125

The regulated qualification numbers linked to this unit are:

610/3985/8 610/3986/X

Duration

About:

- 14 hours of supervised time (GLH)
  (work that **must** be completed under teacher supervised conditions)
- 6 hours of unsupervised time
  (work that students can complete independently without teacher supervision)

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Information and instructions for Teachers

Using this assignment

This assignment provides a scenario and set of related tasks that reflect how people working in the health and social care sector would help to provide support and advice for individuals and their family and friends about mental health conditions and challenges.

You can give this to students on or after 1 June 202X to help them understand it before they start using it for assessment. The dates for which students can use it for assessment are shown on the front cover.

Content warning: The health and social care sector requires a definite set of knowledge, understanding and skills that students must develop to successfully equip them for progression. Therefore, please make your students aware that some of the content in the specification and set assignments contains themes and topics related to health and social care that students may find upsetting. Where possible, we have provided choices in the set assignments to protect students.

The assignment:

- Is written so that students have the opportunity to meet the requirements of all assessment criteria for the unit.
- Will tell students if their evidence must be in a specific format. If the task does not specify a format, students can choose the format to use.
- **Must** be completed under teacher supervision. Any unsupervised time allowed will be stated below and explained in the assessment guidance.

We have estimated that this assignment will take about 14 hours of supervised time and 6 hours of unsupervised time to complete. Students will need approximately:

- 3 supervised hours to complete Task 1
- 4 supervised hours to complete Task 2
- 3 supervised hours to complete Task 3
- 4 supervised hours to complete Task 4

You **must**:

- Use a Cambridge OCR-set assignment for summative assessment of students.
- Familiarise yourself with the assessment criteria and assessment guidance for the tasks. These are given at the end of each student task. They are also with the unit content in **Section 5** of the Specification.
  Assessment guidance is only given where additional information is needed. There might not be assessment guidance for each criterion

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- Make sure students understand that the assessment criteria and assessment guidance tell them in detail what they need to do in each task.
- Read and understand **all** the rules and guidance in **Section 7** of the Specification **before** your students start the set assignments.
- Make sure that your students complete the tasks and that you assess the tasks fully in line with the rules and guidance in **Section 7** of the Specification.
- Give your students the health and social care **Student guide to NEA assignments before** they start the assignments.

You **must not**:

- Use live Cambridge OCR-set assignments for practice or formative assessment. This sample assessment material **can** be used for practice or formative assessment.
- Use this sample assessment material for live assessment of students.
- Allow group work for **any** task in this assignment.
- Change any part of the Cambridge OCR-set assignments or assessment criteria.

Pages 1-4 are for teachers only. Please do **not** give **Pages 1-4** to your students.

You can give **any** or **all** of the pages **that follow** to your students.

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Tasks for students and assessment criteria

Unit F093: Supporting people with mental health conditions

Scenario Title: Mia or Henry

Valid for assessment from September 20XX to 20XX.
For use by students beginning the qualification in September 20XX.

Scenario

You volunteer at a mental health support service in your area.

The service offers support for people who may be suffering from mental health issues or know someone who they believe might be.

None of the volunteers are qualified mental health practitioners. But you all have an interest in the subject and some knowledge and understanding of the different types of mental health issues people can experience, and the types of support and services available.

The mental health support service is welcoming and people who access it find the volunteers approachable. They can get advice and information about how to begin to address the mental health issues which they or their family and/or friends are facing.

When cases are received, the team research and produce advice packs to help the individual and their family/friends to understand their situation, including where and how they can get support.

The team has recently had two new cases where support and advice are needed. The notes taken about the individual cases are below. You will choose **one** case to provide advice and support for:

- Mia

OR

- Henry

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Mia

Mia is 17. She has been increasingly emotional over the past 12-18 months, often getting upset at home and suffering from low moods. She has become more withdrawn in the last three months, going out with her friends far less and regularly being absent from college. Two weeks ago, she suddenly left her part-time job in a local shop where she had worked every Saturday and during holidays for the last year.

Mia is in the final year of study at college and has applied to university, although she is concerned about the cost of going. She is finding her studies quite hard and is already thinking about the final exams for her college courses.

Mia's home life is loving and stable, although her mum was made redundant six months ago and has not been able to find a new job since. The family have had to be careful with money recently, and this has been the cause of some arguments between her parents.

One morning Mia just felt worried about everything and couldn't face going into college. She was short of breath and her heart was pounding. Mia decided then that she needed to find someone to talk to about things. Mia came to the support service herself that day after finding out about it online.

Mia has not indicated that any specific traumatic event has taken place.

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Henry

Henry is 72. He owns his own home and has a good pension and savings. He has lived alone since his wife died a year ago. Henry has no children or grandchildren. His closest friend is his wife's brother, Tom, who lives nearby.

After his wife died Henry remained quite active and independent, walking his dog in the local parks, shopping for himself, attending church most Sundays and sometimes still meeting friends at the local social club to watch sport and play cards or dominoes.

Six months ago, Henry had a fall at home and broke his hip. He had a successful hip replacement operation, followed by a few sessions of physiotherapy, and has been able to walk his dog a short distance twice a day since. However, he is still in some pain and has not been sleeping well even though he takes prescription painkillers. His movement is not as good as it was, and at home he has not always been able to get to his door or telephone in time to answer when someone has called.

He has not gone back to the social club since the operation. He has lost interest and the motivation to go out. Tom, and one of Henry's friends from the club, have come to the support service for advice about what they could do to help him. They are worried that Henry is struggling more than he wants to admit. Tom is a few years younger than Henry and helped with walking the dog and shopping when Henry was first recovering from the hip operation. Tom goes to see Henry most weeks, but a few times there has been no answer even though he's sure Henry was at home. Tom really wants to help Henry and has the time to, as he is retired and lives on his own.

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Task 1

Understanding mental health

Topic Area 1 is assessed in this task

Section 1 of the advice pack aims to help the individual and their friends/family improve their understanding of mental health.

It introduces information about what is meant by mental health and relates this to the individual who the advice is for. It also considers how mental health is defined and viewed by different people.

The task is:

- Choose **one** of the two individuals who need an advice pack:
    - Mia

    OR

    - Henry

- Research definitions and views on mental health.
- Write the introductory section of the advice pack taking into account what you know about the individual from the case notes and any initial research you have done.

Your evidence **must** include:

- Evidence of research done, and sources used (e.g. a bibliography; copies of or links to reports, articles, sources).

Use the assessment criteria below to tell you what you need to do in more detail.

Pass	Merit	Distinction
P1: **Compare** how definitions of mental health from relevant organisations apply to the individual. (PO2)	**M1**: **Discuss** positive and negative views of mental health issues based on your own research. (PO4)	**D1**: **Evaluate** how different views of mental health may impact on the individual. (PO3)
P2: **Describe two** examples of positive views of mental health and how they relate to the individual. (PO2)		

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Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
General	• Where criteria refer to 'the individual' this relates to the individual in the chosen case study. • The research element of the task does not need to be completed under teacher supervised conditions but it is necessary in order for students to access the criteria.
P1	• Students must compare how mental health is defined by at least **two** relevant organisations and consider how these definitions apply to the individual from the chosen case study.
P2	• The examples could include media coverage of relevant conditions or issues, role models who have talked about mental health, or the work of organisations such as WHO, MIND, the NHS or others who have developed campaigns or initiatives. • The descriptions must include how the examples are relevant to the individual from the chosen case study.
M1	• Students must present an in-depth written discussion of both positive and negative views based on their own research. • In the context of the advice pack and case study, the discussion aims to raise awareness for the individual and their family/friends of the views and perceptions of mental health which they may encounter.
D1	• The evaluation could be about how the individual and those around them view mental health issues, and how this could impact on the individual.

Advice:

- Remember to clearly reference any information used from books, websites or other sources to support your evidence.

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Task 2

Assessing the individual case study

Topic Area 2 is assessed in this task

Section 2 of the advice pack aims to give information about the mental health issues the individual may be facing and the likely impact on them and their friends/family.

It includes information about the types of conditions which could be affecting the individual and the effects that could be experienced as a result.

The task is:

- Research the types of conditions which could be affecting the individual.
- Write Section 2 of the advice pack taking into account what you know about the individual from the case notes and any research you have completed.

Your evidence **must** include:

- Evidence of research done, and sources used (e.g. a bibliography; copies of or links to reports, articles, sources).

Use the assessment criteria below to tell you what you need to do in more detail.

Pass	Merit	Distinction
P3: **Summarise** what mental health conditions could be affecting the individual. (PO4)	**M2**: **Justify** why **one** of the mental health conditions from P3 is the most likely to be affecting the individual. (PO3)	**D2**: **Analyse** the possible impacts of the individual's mental health condition on their family and/or friends in relation to **three** areas of PIESF. (PO3)
P4: **Describe** the most common signs and symptoms of the mental health conditions from P3. (PO2)	**M3**: **Examine** possible effects of the condition on the individual in relation to PIESF. (PO3)	
P5: **Identify** factors in the case study which may increase the risk of the mental health conditions from P3. (PO2)	**M4**: **Explain** how the individual's signs and symptoms might develop if the condition worsens. (PO2)	

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Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
General	• Students must explore options in terms of possible mental health conditions which could be affecting the individual in P3, P4 and P5. • In M2 they decide which **one** condition is in their view the most likely, and then focus their work on this in M3, M4 and D2 and moving forwards through Tasks 3 and 4. • Where criteria refer to 'the individual' this relates to the individual in the chosen case study. • The research element of the task does not need to be completed under teacher supervised conditions but it is necessary in order for students to access the criteria.
P3	• Students must research based on the case study information and summarise what different conditions the individual may potentially be experiencing, applying their learning about types of mental health conditions and examples of these.
P4	• Students describe the most common signs and symptoms associated with the mental health conditions they summarise in P3. Some may be exemplified in the case study notes provided, while others may be drawn from the students' own research about the conditions.
P5	• Students link the case study information for the individual back to factors which may increase the risk of mental health conditions (Topic Area 2.3).
M2	• Students justify which condition from P3 is most likely to be affecting the individual. This could involve drawing on P4 and P5 and considering possible signs and symptoms and contextual information in relation to the case study.
M3	• Students must consider in detail how the condition could impact the individual, covering all areas of PIESF. They must include **one** impact for **each** of Physical, Intellectual, Emotional, Social and Financial.
M4	• Students must explain how a development of the condition might look if the condition gets worse, such as increases in the number, frequency and/or severity of signs and symptoms.
D2	• Students need to analyse how the individual's family and/or friends may be affected by the mental health condition justified in M2. Students must cover **three** areas of PIESF from the point of view of family and/or

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	friends in their analysis and make links between the individual, their condition and behaviour, and the likely impact on their family and/or friends.

Advice:

- Remember to clearly reference any information used from books, websites or other sources to support your evidence.

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Task 3

Providing information about mental health service provision

Topic Area 3 is assessed in this task

Section 3 of the advice pack focuses on mental health service provision which the individual and their family and/or friends could use.

It includes information about the services that are available locally and nationally for the individual based on the type of condition identified in Section 2 of the pack. It also includes information about how legislation applies to the individual and their situation.

The task is:

- Research local and national service provision and legislation relevant to the individual and their situation.
- Write Section 3 of the advice pack, taking into account what you know about the individual and any research you have done.

Your evidence **must** include:

- Evidence of research done, and sources used (e.g. a bibliography; copies of or links to reports, articles, sources).

Use the assessment criteria below to tell you what you need to do in more detail.

Pass	Merit	Distinction
P6: **Describe one** appropriate mental health service to support the individual from **each** of: • Statutory • Private • Charitable • Voluntary and how they can be accessed. (PO4)	**M5**: **Recommend two** of the mental health services from P6 to support the individual. (PO3)	**D3**: **Evaluate** local mental health service provision for the individual's condition. (PO3)
P7: **Explain** the roles of **three** different mental health practitioners who could work with the individual in relation to their condition. (PO4)		
P8: **Summarise** how legislation supports the individual.		

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(PO2)		

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Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
General	• Where 'local' is referred to, this can refer to the student's town or city but could be expanded to consider the county or region if relevant information can only be found at that level. • Where criteria refer to 'the individual' this relates to the individual in the chosen case study. • The research element of the task does not need to be completed under teacher supervised conditions but it is necessary in order for students to access the criteria.
P6	• Students must include the referral process (Topic Area 3.2) in their descriptions of how each service is accessed. • To achieve this criterion students must describe **one** from **each** of **all four** types of mental health services listed.
P7	• Where possible students are advised to choose **three** practitioners related to the services identified in P6.
P8	• For P8 students must summarise how relevant legislation (Topic Area 3.4) supports the individual.
M5	• Students must provide a clear recommendation for why **two** of the services identified in P6 are most appropriate for the individual, linking this to the condition identified.
D3	• Students need to reflect on the level of provision available **locally** and make judgements about how sufficient or not this is for the needs of the individual considering their condition and other circumstances. • This could relate back to P6, P7 and M5 in terms of whether potentially beneficial services and practitioners can be accessed near the local area or not.

Advice:

- Remember to clearly reference any information used from books, websites or other sources to support your evidence.

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Task 4

Types of treatment and support

Topic Area 4 is assessed in this task

The final section of the advice pack aims to inform the individual and their family/friends about possible treatments, therapies and long term support that they could consider.

It includes information about how suitable treatments and therapies can be accessed, it also explains to the individual how the advice considers their needs.

The task is:

- Research treatments, therapies and long term support that would be suitable for the individual.
- Write the final section of the advice pack, taking into account what you know about the individual and the research you have done.

Your evidence **must** include:

- Evidence of research done, and sources used (e.g. a bibliography; copies of or links to reports, articles, sources).

Use the assessment criteria below to tell you what you need to do in more detail.

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td>P9: Describe three possible treatments for the individual.
(PO4)</td><td rowspan="2">M6: Analyse the suitability of the three treatments from P9 for the individual.
(PO3)</td><td rowspan="2">D4: Discuss how support from other people can help the individual to get the treatment and support they need.
(PO3)</td></tr>
<tr><td>P10: Describe two suitable therapies for the individual.
(PO4)</td></tr>
<tr><td>P11: Assess two potential barriers to the individual accessing treatments from P9.
(PO2)</td><td rowspan="2">M7: Recommend one of the therapies from P10 for the individual.
(PO3)</td><td rowspan="2">D5: Explain how your advice reflects a person-centred approach to supporting the individual.
(PO3)</td></tr>
<tr><td>P12: Assess two potential barriers to the individual accessing therapies from P10.
(PO2)</td></tr>
</table>

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Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
General	• Where criteria refer to 'the individual' this relates to the individual in the chosen case study. • The research element of the task does not need to be completed under teacher supervised conditions but it is necessary in order for students to access the criteria.
P9	• Students must describe **three** possible treatments for the condition covering at least **two different types** (for example two different medications and one other from a different 'type' of treatment to medication from Topic Area 4.1).
M6	• Students need to provide relevant points for and against the different treatments (in P9) in relation to their suitability for the individual.
P10	• Students must describe **two** different therapies for the condition. • This can be two complementary therapies, two alternative therapies, or one of each.
P11, P12	• Students must consider which factors could be barriers to the individual getting treatments and therapies covered in P9 and P10 (Topic Area 4.2). • It is acceptable if the same barrier relates to both treatment and therapy, but students need to present their reasons as to why it is a barrier for both.
M7	• Students must consider in detail which of the therapies from those described in P10 would be best for the individual and recommend **one**, saying why it would be most appropriate.
D4	• Students must consider the support the individual may need from other people to help them to get the treatment and support they need. • This could be family and/or friends, but may involve other sources of individual support, for example through local support groups or charities referred to in Topic Area 3. • They must also discuss the challenges around sustaining treatment over time and provide advice and information about sources of support which could help the individual to maintain this longer-term. • This could be applied to the specific treatments and therapies considered in Topic Area 4 but also applied more broadly such as to services and referrals in Topic Area 3.

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D5	• Students must give a written explanation of how they have applied their knowledge of person-centred approaches when producing the advice pack.

Advice:

- Remember to clearly reference any information used from books, websites or other sources to support your evidence.

NEA Command Words

The table below shows the command words that may be used in the NEA assignments and/or assessment criteria.

Command Word	Meaning
Adapt	• Change to make suitable for a new use or purpose
Analyse	• Separate or break down information into parts and identify their characteristics or elements • Explain the different elements of a topic or argument and make reasoned comments • Explain the impacts of actions using a logical chain of reasoning
Assess	• Offer a reasoned judgement of the standard or quality of situations or skills. The reasoned judgement is informed by relevant facts
Calculate	• Work out the numerical value. Show your working unless otherwise stated
Classify	• Arrange in categories according to shared qualities or characteristics
Compare	• Give an account of the similarities and differences between two or more items, situations or actions.
Conclude	• Judge or decide something
Describe	• Give an account that includes the relevant characteristics, qualities or events
Discuss (how/whether/etc)	• Present, analyse and evaluate relevant points (for example, for/against an argument) to make a reasoned judgement
Evaluate	• Make a reasoned qualitative judgement considering different factors and using available knowledge/experience
Examine	• To look at, inspect, or scrutinise carefully, or in detail
Explain	• Give reasons for and/or causes of something • Make something clear by describing and/or giving information
Interpret	• Translate information into recognisable form • Convey one's understanding to others, e.g. in a performance
Investigate	• Inquire into (a situation or problem)
Justify	• Give valid reasons for offering an opinion or reaching a conclusion

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Research	• Do detailed study in order to discover (new) information or reach a (new) understanding
Summarise	• Express the most important facts or ideas about something in a short and clear form

We might also use other command words but these will be:

- commonly used words whose meaning will be made clear from the context in which they are used
- subject specific words drawn from the unit content.

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